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ABSTRACT

This teaching and learning guide is designed to provide practical advice and support for teachers who are delivering and assessing the key skill "Working with Others" at Levels 1-3 in schools and colleges in the United Kingdom. It is useful as an introduction to the key skill, source of teaching ideas, reference, or handbook. Section 1 defines Working with Others and what it involves and explains its value and links with other key skills. Section 2 describes how the units are arranged. It explores the cyclical process, differentiation across the levels, assessment and certification, and issues concerning and forms of evidence. Section 3 on getting started shows techniques for working with groups in schools and college, reflection, and induction and initial assessment. Section 4 focuses on helping students to develop these process skills that underpin "Working with Others": planning, setting shared targets, clarifying roles and responsibilities, and reviewing progress. Section 5 relates to helping students to develop these interpersonal skills and personal qualitites: communication skills, helping students to reflect on their behavior in meetings, working in groups, developing students' self awareness, developing empathy, and handling conflict. Section 6 describes the principles of preparing the portfolio. Appendixes include a glossary, 18 useful addresses, and an action plan form. (YLB)

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SUPPORT PROGRAMME

Teaching and learning

Working with Others

department for education and skills

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Talking of number: A-level and vocational contexts (video and pack)

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- *Application of Number*
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- *Information Technology*

For the full range of Key Skills Support Programme publications and online resources, please visit the website at www.keyskillssupport.net

Preface

What is the purpose of this publication?

This *Teaching and learning* guide is designed to provide practical advice and support for teachers who are delivering and assessing the key skill Working with Others at Levels 1–3 in schools and colleges. It will be useful as an introduction to Working with Others, as a source of teaching ideas, for reference, as a handbook, or just for reassurance. It is based on the experience of centres that have been delivering Working with Others in the last few years, and particularly since September 2000.

Who is it for?

It is written for tutors, teachers and lecturers in schools and colleges who are supporting students as they aim to achieve Working with Others in any area of the curriculum. It is written primarily for tutors who are relatively new to the key skill, though more experienced practitioners will also find it helpful.

This Guide does not include:

- detailed advice and guidance on interpreting the key skills specifications for the purpose of assessing students' work. Assessment is the responsibility of the awarding bodies, which provide specialised training. For contact details, please see Appendix 2.
- advice on how to write assignments that develop and/or provide evidence for key skills. This is provided in *Good practice guide: writing assignments*, available from the Key Skills Support Programme. (For contact details, please see back cover.)

The term 'tutor' is used in this publication to refer to teachers, lecturers, trainers, form tutors and personal tutors. The term 'student' is used to refer to pupils, students, learners and trainees.

SECTION 1 What is Working with Others?

Working with Others is the key skill that focuses on the individual's ability to work with another person or with a group for the purpose of achieving shared objectives.

Working with Others involves:

- agreeing objectives for a project
- making plans and agreeing roles and responsibilities
- taking responsibility for carrying out one's role
- reviewing the success of the project.

The focus is on helping students learn to become valued members of a team – one of the most vital skills for employability and, increasingly, for academic and vocational education and training at all levels.

Process skills, interpersonal skills, and personal qualities

Working with Others calls for a range of skills and personal qualities:

Process skills

such as:

- target setting
- planning
- clarifying roles and responsibilities
- organising
- obtaining resources
- reviewing the work

Interpersonal skills

such as:

- teamwork and supporting co-workers
- communicating ideas
- listening to others
- showing assertiveness
- communicating needs
- negotiating support
- asking for help and feedback
- handling disagreement and conflict

Personal qualities

such as:

- reliability
- confidence
- empathy
- persistence
- self-awareness
- openness to feedback
- willingness to learn from experience

The main focus of portfolio assessment is on the process skills, but these cannot be fully developed without interpersonal skills and personal qualities.

Process skills, interpersonal skills and personal qualities are underpinned by knowledge - for example, of how to identify what needs to be done, how to plan and set targets, how to seek help, how to support others, how to receive and use feedback, how groups work and how to reflect on the whole process. This know-how is the subject of sections 4 and 5 of this publication. However, this does not reflect the order in which the skills and qualities should be developed or used: they may be called upon at any time in a group project.

In the context of the key skills qualifications (Communication, Application of Number and Information Technology), different skills and underpinning knowledge are needed for each component of the unit. In Working with Others, there is more overlap between the skills, qualities and knowledge which are needed at each stage of the process.

Teaching and learning Working with Others

With working with others, as with many skills, it is easy to think that 'some people are good at it and some are not' and that the skill cannot be explicitly learned and developed. Similarly, it is easy to think that, just because students are working in a group, they are exercising all the skills involved in successfully working with others.

In this booklet, we will show that many techniques associated with working with others can be learned and developed, and also that working effectively with others requires a student (of whatever age or ability) to know how to assess their own performance in groups and to be aware of how their behaviour affects others, what is happening in a group, and why people behave as they do. This is not to say that every student needs to become a social psychologist but that working effectively with others calls for a capacity to stand back and reflect on what is happening. Students need to learn to understand both the group process as a whole and also their own part in it. They can be helped to develop this capacity both in one-to-one tutorials and in group discussion.

Developing the skill to work with others often involves the familiar four stages of skills development:

1. *Unconscious incompetence – 'I don't even know that I am no good at this'*
2. *Conscious incompetence – 'I've realised that I can't do this'*
3. *Conscious competence – 'I've learned how to do this but I still have to think about it'*
4. *Unconscious competence – 'I can do this without thinking; I can't remember why it was ever a problem'.*

What is the value of Working with Others?

At school, college and university

All learning programmes require students to contribute to small-group and class discussion, and many include opportunities to work with others on a project or assignment. If students are to cooperate and work effectively in this way, they need to:

- develop their social skills
- understand how groups work
- develop their awareness of the needs of the group and of the individuals in it
- learn from and respond to what others think, say and do.

Similarly, enrichment programmes usually involve students in group activities – that is one of their main purposes. Students who aim to achieve Working with Others in the context of enrichment activities will have a framework which will make them more aware of the cooperative skills they have and of those they need to develop further.

For employability

Employers always emphasise that working with others, or working in teams, is a particularly important skill.

Effective teamwork is an essential ingredient in all successful organisations.

The experience of Working with Others can help students:

- develop communication, negotiation and problem-solving skills
- learn how to share ideas
- learn about different ideas and ways of working
- enjoy their work
- become more attractive to employers.

It is becoming more and more common for people in organisations to work in teams, as traditional hierarchies give way to flat structures and multiskilled ways of working. Some teams are relatively permanent, and repetitive tasks and familiar work mean that each team member has a fixed role. However, when tasks require some creative input, teams may be set up for the lifetime of a particular project and be re-formed for each new project, according to the particular combination of skills required.

Experience shows that teamworking:

- increases energy and creativity
- makes the most of a range of skills and knowledge
- improves understanding, communication and a sense of shared purpose
- improves efficiency.

Changes in working methods and technology have had a profound effect on work. People who work well in groups, are well organised and can solve their problems are the people who get on best at work and get promoted. The key skills units give them the broad skills to help them succeed.

Employment Policy Institute

Working with Others helps to provide the framework for young people to understand that they have to be responsible for tasks. If they fail to do something, someone else has to do it for them. If someone else fails to do something, they have to do it for them. It helps to make the transition from school to the workplace, where somebody ***has*** *to do the work.*

Community training team leader, North Wiltshire District Council

In leisure activities

The rules and conventions of all social activities require people to cooperate, even when they are competing against each other, as in many kinds of sport. People need to cooperate with each other whether they are planning simply to meet another person or are planning a large-scale social event. While the skills and qualities needed for a successful social life are seldom expressed in the formal terms of Working with Others, they are nevertheless the same.

I believe that the development of the wider key skills with students is a means of empowering them and equipping them with skills which will enable them to respond to change and to make the most of opportunities in their adult and working lives. Students can move from being a passive and supported learner to an active, independent learner, developing the process skills, the thinking skills, and the interpersonal skills and personal qualities as part of this process that will make them invaluable to employers. It will also give them confidence to manage their everyday lives.

Key skills tutor, FE college

Links with other key skills

The wider key skills

All three of the wider key skills are based on the plan–do–review cycle. An example of this at Level 2 is shown below.

	Working with Others	Improving Own Learning and Performance	Problem Solving
Plan	2.1 Plan ... identifying objectives ... clarifying responsibilities	2.1 Help set ... targets and plan...	2.1 Identify a problem and come up with two options...
Do	2.2 Work ... towards achieving identified objectives...	2.2 ...take responsibility ... using your plan ... meet targets...	2.2 Plan and try out ... obtaining support ... making changes...
Review	2.3 Exchange information on progress ... agree ways of improving ... to help achieve objectives	2.3 Review progress ... provide evidence of your achievements...	2.3 Check if ... solved, describe results ... explain your approach...

The key skills qualifications

All three of the key skills qualifications (Communication, Application of Number and Information Technology) provide opportunities to work with others in contexts such as planning, obtaining information (eg carrying out a survey), or planning a joint presentation. The interpersonal skills and personal qualities that are identified in the Working with Others unit are equally valuable for achieving the key skills qualifications.

For example, the following quotations from the Communication unit all imply that the student must take the needs of others into account:

'adapt your contributions to suit different situations'

'take part in a one-to-one discussion and a group discussion'

'obtain advice from others'

'give a short talk'

'create opportunities for others to contribute'

'use a range of techniques to engage the audiences'

'listen and respond sensitively to others'

Many aspects of Information Technology also call for these skills:

- [take account of] the views of others on the accuracy and reliability of content
- use methods of exchanging information... collaborative development of information
- use the views of others to guide refinements
- present information so that it meets the needs of the audience.

Working with Others in the wider curriculum

The KSSP publication *Adding value: integrating the wider key skills* describes a number of case studies of schools and colleges which are delivering the wider key skills across the curriculum.

Working with Others in main programmes

Many GCSE and AS/A2 programmes, and all GNVQ and AVCE programmes, involve students in preparing coursework projects or assignments. While students' work must be individually assessed for the purpose of the main qualification, there is always plenty of scope for teamworking, especially in the early stages of planning research and collecting data.

Working with Others in enrichment programmes

The phrases 'enrichment programmes' and 'enhanced curriculum' cover a very wide range of activity in schools and colleges, from school plays and concerts, through community service and charity work, to externally accredited programmes such as the Duke of Edinburgh's Award Scheme, ASDAN and Young Enterprise. They are valued by higher education and by employers. All these activities involve students working together in the plan–do–review cycle and are, therefore, ideal for delivering Working with Others, eg when planning an event, reviewing group progress or fundraising.

Students could work together to produce a newsletter. They could produce evidence for Working with Others over the course of the whole project, for Communication by each writing one section of the newsletter, and for Information Technology by each combining the contributions and designing and presenting them as a complete document. The best product could be selected for publication.

Delivering Working with Others (and the other wider key skills) through enrichment programmes has several advantages:

- experienced staff are already responsible for the schemes
- the schemes already have timetable space and accommodation
- the schemes are student-centred and, therefore, offer a flexible approach.

But the biggest single advantage is that both students and staff see these programmes as relevant, enjoyable and worthwhile.

Working with Others in work experience

Opportunities for students to experience an adult working environment as part of their educational experience are not new. Typically, such experience is provided for a week or two in Year 10 and/or 11 but it is by no means limited to this. For example, many young people have part-time jobs or undertake voluntary work and gain similar experience.

Schools that have highly developed work experience schemes encourage students to see work experience as a process, rather than simply a 1- or 2-week placement, and to be aware of and reflect on all the skills they are developing. Students are encouraged to review and evaluate what they do and learn in each phase of the process. They assess and evaluate what they have learned, how they have learned and what they could do better in the future.

For Working with Others, the main learning experience will be that of meeting and working with a completely new group of people, all of whom will be older than the student and have more authority. While students on work experience may not always have the opportunity to plan their work and develop process skills to any great extent, they should be able to demonstrate their personal qualities and practise and improve their interpersonal skills.

SECTION 2

How the Working with Others units are arranged

There is a Working with Others unit at each level from 1 to 4. These levels are equivalent to the levels in the National Qualifications Framework. At Level 5, a single integrated key skill – Personal Skills Development – integrates Working with Others with the other wider key skills and with key skill Communication. This publication focuses on Working with Others Levels 1–3.

The Working with Others units, like the other wider key skills (Improving Own Learning and Performance, and Problem Solving), are structured round the cyclical process illustrated in Figure 1.

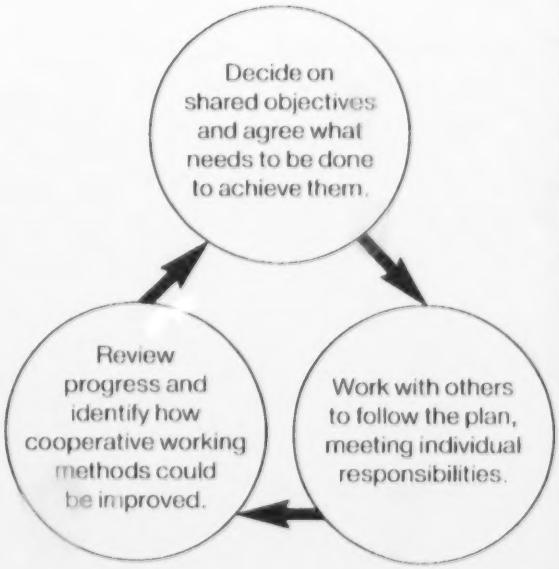
As with all the key skills, the Working with Others units are presented in three parts and addressed directly to the student.

- Part A tells the student what they need to know – the techniques that underpin successful performance in Working with Others.
- Part B sets out what the student must do and the evidence they must include in their portfolio.
- Part C gives the student some examples of the activities they might use to develop and generate evidence for Working with Others, together with examples of what might constitute evidence.

Plan–do–review

This cyclical process is the same at every level of Working with Others and is reflected in the three components of the unit. While any particular project will come to a natural end, students should reflect on their experience throughout the process and use what they have learned to improve their performance in subsequent projects.

Figure 1. The Working with Others cycle


Decide on shared objectives and agree what needs to be done to achieve them.
Work with others to follow the plan, meeting individual responsibilities.
Review progress and identify how cooperative working methods could be improved.

Differentiation across the levels

All six key skills have the same framework of progression through the levels of achievement.

Level 1 is underpinned by basic knowledge, techniques and understanding. Students have to show that they can apply their skills to meet straightforward objectives in routine situations where they have support.

Level 2 requires students to extend their use of the basic techniques. They have to take responsibility for some decisions about selecting and applying their skills in the context of largely straightforward tasks.

Level 3 marks a shift from straightforward tasks to more complex activities over a longer period of time. Students have to demonstrate more explicit thinking and reasoning ability and that they can take personal responsibility for deciding how tasks are organised.

As students move up the levels, they are expected to take more responsibility and to play an increasingly proactive role in the team.

The specifications for Working with Others and the other wider key skills give a specialised meaning to certain words (eg straightforward, complex, and extended period). Appendix 1 is a glossary of this terminology.

At Level 1
the student is extensively supported and supervised.

Some key aspects of this level

- **Activities are straightforward.**
- **The timescale for activities is a few weeks.**
- **The tutor is likely to set objectives and responsibilities and give these to the student, along with an outline of how the work should be carried out.**
- **Students should identify what they need to do to achieve the objectives and check they understand their responsibilities and working arrangements. They should obtain the resources they need, follow the methods they have been given and work safely.**
- **Students should know when and who to ask for help.**
- **Students should be prepared to offer help and support to each other, report back on their progress and suggest ways of improving working with others.**

At Level 2
students are expected to take more responsibility for their work with others. They are expected to work without close supervision at times, but to ask for help when they need it.

Some key aspects of this level

- **Activities are straightforward.**
- **The timescale for activities is a few weeks.**
- **Students should be involved in the processes of planning the work, identifying objectives, clarifying responsibilities and confirming working arrangements.**
- **Students should organise their tasks, work cooperatively and seek advice when they need it.**
- **Students should identify what has worked well and what has worked less well. They should also agree ways of improving work with others.**

At Level 3
the student is expected to take even more responsibility for planning, carrying out and reviewing work with others to meet objectives and deadlines.

Some key aspects of this level

- **Activities are complex and likely to involve an extended period of time – typically about 3 months.**
- **Working methods should be more proactive and collaborative – eg when overcoming difficulties and resolving conflicts.**
- **Students should reflect critically on their work, agreeing how far it has been successful and identifying factors that influenced the outcome, as well as finding ways to improve collaborative work.**
- **The example should be substantial (see page 12).**

Substantial examples

At Level 3 students must generate evidence in the context of at least one substantial example. This will include a number of related tasks, where the outcome of one task will affect the carrying out of the others. As with Levels 1 and 2, the example must cover all three components of the unit – in other words planning, organising and reviewing effectively with others.

At Level 1:

The tutor says:

'This is what I want you, as a group, to do and by when. This is how I suggest you do it. I am here if you need help.'

The student says:

'I understand the task and what has to be done. I could help with these parts of the task.'

At Level 2:

The tutor says:

'This is the general outline of what needs to be done. How do you think you might do it?'

The student says:

'We could do it this way, with each person carrying out particular parts of the job, like this. What do you think?'

At Level 3:

The tutor says:

'This is the sort of thing you are to do. Let me know what you want to do and how you plan to do it.'

The student says:

'This is what we have planned, but we are going to need these resources. Can you help us get them?'

Assessment and certification

Like the other wider key skills, Working with Others is assessed through a portfolio of evidence that demonstrates that the candidate has the underpinning knowledge and can apply it. As with all key skills, the evidence must cover the whole of the requirement of Part B of the unit at the relevant level, and the portfolio must be internally verified and externally moderated.

There are no external tests for Working with Others, though assessors should use question-and-answer sessions to confirm that candidates understand the processes and techniques they have used in achieving their goals (see *Guidance on the wider key skills* (QCA 2001) page 10; and the guidance to Part B at each level).

The Working with Others unit, like the other two wider key skills, is offered and certificated by the key skills awarding bodies. A full list of these is available on the QCA website www.qca.org.uk/nq/ks (see also Appendix 2).

For information and guidance about generating key skills evidence and building portfolios, see *Good practice guide: developing and managing portfolios*, available from the Key Skills Support Programme.

Evidence

Many of the issues surrounding evidence for Working with Others are the same as those for the key skills qualifications and will not be repeated in detail here. The essential points are that evidence must be:

- **purposeful**. The evidence should be generated as part of a task that the student had to carry out in the context of another activity. The activity must have a purpose and relevance of its own. Evidence that has been generated simply for the sake of generating evidence is not purposeful.
- **authentic**. Evidence must have been produced by the student, with no more help than the unit allows.
- **valid**. Evidence must show what it claims to show.
- **sufficient**. Evidence must include everything that is required by Part B of the unit.

However, as we have seen, Working with Others is about process and performance rather than product, which means that Working with Others evidence has a rather different quality from evidence for the key skills qualifications. At all levels, the evidence must:

- be holistic. The evidence must show the whole process, following through the three components of the unit.
- demonstrate the process skills over time. At Level 3, the example should be drawn from an activity that should take about 3 months.
- demonstrate individual performance. The evidence must show what the student, as an individual, contributed to the team effort.

Forms of evidence

There are two main types of evidence that are particularly relevant to Working with Others:

- **evidence of the process**, showing how the candidate has taken part in a one-to-one and a group task. This could include authenticated candidate reports of the activity (eg action plans, learning logs, diaries), audio or video recordings, assessor observations, peer statements or witness statements. There should be records of questioning to confirm understanding of the process.
- **outcomes of the process** the candidate has been involved in. This might include hand-written or word-processed documents, something the candidate has made or built, evidence of a newly acquired skill, or evidence of the outcome of the one-to-one or group activity. The evidence may be in the form of a video or set of photographs, perhaps with a note of where the original can be seen. However, the evidence must also show the process which led to such outcomes.

A witness statement is a statement, signed by a competent person, which describes how the student contributed to the activity in question (for example, taking part in a planning session or working together on one stage of the task). In most cases, the witness is also the assessor and the statement can form part of the portfolio of evidence as it stands. Where the witness is not the assessor, the statement should be assessed for its purposefulness, authenticity, validity and sufficiency. The assessor should sign off the witness statement, which may also be internally verified.

How much evidence?

Levels 1 and 2

The portfolio must contain two examples of meeting the standard for all three components in Part B. One must show the student can work in a one-to-one situation and the other must show that the student can work in a group situation. This means there must be two distinct and separate activities, each with evidence that the candidate has planned, carried out and reviewed the activity.

It is not acceptable for the assessor to be the other person in a one-to-one situation as this may compromise the role of the assessor.

A group can be made up of three or more people who are working together to achieve shared objectives. However, groups of four or five may make it easier to demonstrate the skills required by Part B of the unit.

Level 3

At this level, the portfolio must contain evidence of at least one substantial example of meeting the standard for all three components in Part B, over a period of about 3 months. The evidence must show that the student can work in both one-to-one and group situations.

At all levels, oral questioning of the candidate is important to corroborate the portfolio evidence. The evidence of this oral assessment might be a recording or written notes from the assessor. This can be particularly helpful to support the internal verification and moderation processes.

SECTION 3 Getting started

As a tutor, you are likely to be experienced and skilled at working with others. You are part of a team, and you also work individually with students and colleagues. Because working with others is something that all adult workers are doing constantly in the course of their daily work, it is easy to assume that students ought to:

- already have these skills
- have developed them naturally
- continue to learn them 'by osmosis'.

None of these assumptions are true of all students. Students will need your support if they are to develop their teamworking skills to the full.

It is important not to assume that everyone is good at this 'easy' key skill. It is not a soft skill but one of immense importance to an individual's development and employability – a vital life skill to assist in meeting the challenges of the modern world.

Workplace trainer

Students are likely to need your help in developing the underpinning skills and knowledge of Working with Others. You will be able to help them by:

- identifying the areas they need to work on
- planning learning activities with them
- helping them gain knowledge as well as develop skills
- reviewing their progress and giving feedback
- looking for assessment opportunities at appropriate times.

School or college?

Groups in school

If you are working in a school, your students are likely to have known each other for some years. While this can be an advantage in that you have less 'ice-breaking' to do, it can also be a disadvantage because there will be a variety of pre-existing and complex group relationships. Students may tend to use friendship groups as the basis for work groups, which limits the opportunity to develop some of the interpersonal skills they will need when working with strangers. Conversely, some students will have a reputation, which may or may not be justified, which results in their being left out of groupwork activities.

One of the important and transferable skills to be learned in Working with Others is how to cooperate with people who you don't know or may not have chosen to work with – a familiar situation in the workplace. It is for you as tutor to judge when and how to create pairs or groups of students whose make-up is such that it will challenge members' abilities to focus on the task in hand rather than be distracted by established relationships, whether good or bad. There may be more opportunities to create new groups in the context of enrichment activities than in the context of the main programme.

Groups in college

If you are working in a college, you are more likely to be working with students who did not know each other before the course started. This can be an advantage in that they bring relatively little 'baggage' to the group, but it means you have to help them to get to know each other and each other's strengths. There are many well-known 'ice-breakers' to help you do this. However, many of these are so familiar to students that they may have lost their effectiveness. It can be just as illuminating for you to set the group a task and observe how they behave, what roles individuals seem to take on (see page 30) and what strengths and weaknesses they reveal. You could follow this exercise with a short self-administered questionnaire, to be completed in confidence, in which you ask students to comment on their own performance. You can discuss their responses with them individually later, thus making a start on developing their reflective skills.

There are many familiar ice-breakers. One that may be particularly helpful in the context of Working with Others is called 'Fear in a Hat'.

Sit the students in a circle and give each one a piece of paper. Ask each student to write the words 'In this group, I am afraid that...' and to complete the sentence. Fold all the pieces of paper and put them in a 'hat' (box, tin, basket). Ask a student to take a piece of paper from the hat, to read it aloud, and then to add more detail that expresses what the person who wrote it might have been thinking and feeling at the time. It may help if you take the first turn. For example, you might read 'In this group, I am afraid I will be laughed at' and then you add 'because I sometimes get so nervous that I talk nonsense'. Continue round the circle, making sure that everyone just listens, without making any comments. When the last person has had their turn, discuss what has been said.

Reflection

The key skills are about being able to use skills in real situations. You will be able to support your students, but they will need to develop independence. Learning to reflect is an important step to achieving this independence.

You can help your students get better at reflecting on their experience by encouraging them to talk things through with you, or by asking them to keep a diary to record their experiences. Reflecting critically on one's own experience involves thinking about how you used particular knowledge and skills and what might have worked better. You should encourage students to ask themselves questions like:

- What skill or knowledge would have helped me do this task better?
- What will I need next time?
- What might have happened if I had approached this task in a different way?

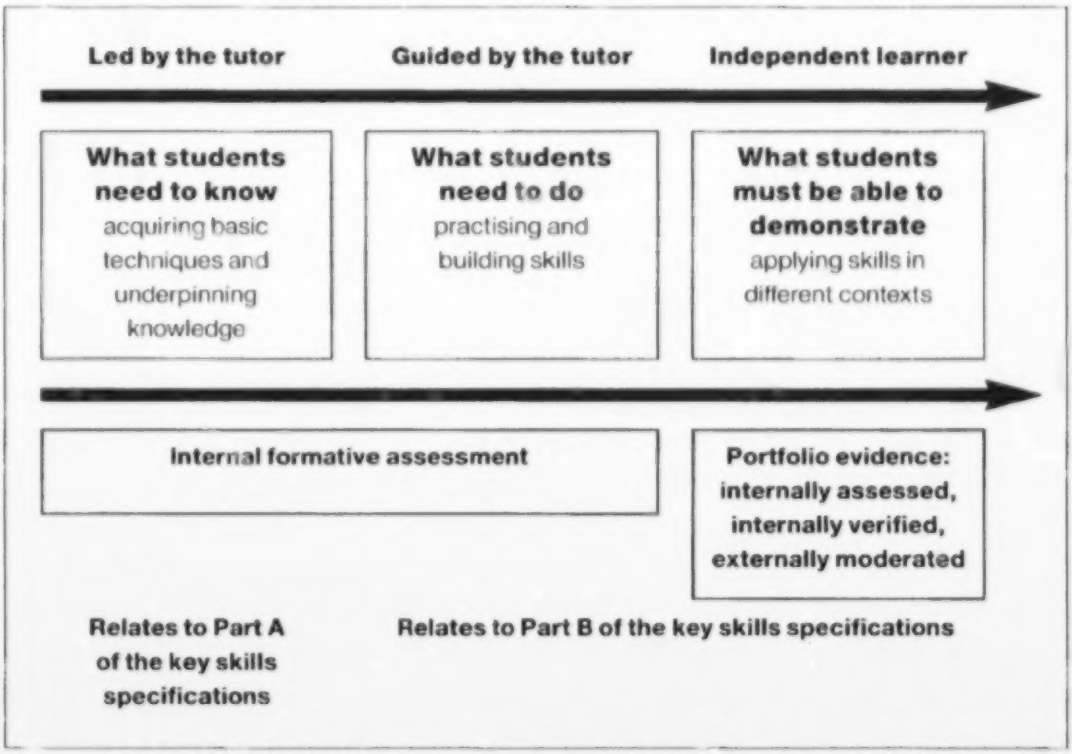
Reflection can also help people to recognise and sort out conflicts which might have occurred or been lying under the surface. You could encourage students to ask themselves questions like:

- Were there times when I didn't say what I really thought? Why was that?
- What did I do if I thought the team wasn't going about things in the right way?

The key skills continuum

Figure 2 is a model of key skills development that demonstrates progression from learning the underpinning techniques of a key skill through to using the skills in a context and for a purpose. It relates to all six key skills.

Figure 2. A continuum of key skills development


Led by the tutor
Guided by the tutor
Independent learner
What students need to know
acquiring basic techniques and underpinning knowledge
What students need to do
practising and building skills
What students must be able to demonstrate
applying skills in different contexts
Internal formative assessment
Portfolio evidence: internally assessed, internally verified, externally moderated
Relates to Part A of the key skills specifications
Relates to Part B of the key skills specifications

The diagram should be read from left to right. It shows that the basic techniques underpinning the key skill have to be learned – possibly in simulated contexts. As students grow in confidence, they begin to move towards the middle of the continuum, practising the techniques in increasingly real situations. The aim is for all students to reach the right-hand end of the continuum, where they will be able to use the techniques they have learned in a variety of contexts and become independent learners at the level at which they aimed.

It is important to remember that this is a model, not a set of rules. Like all models, it offers a framework to provide structure and guide discussion. Different students will start from different points on the continuum, and each student will bring different experiences and skills to their learning of the Working with Others process.

Like the three key skills qualifications, Working with Others is underpinned by knowledge, understanding and techniques that have to be learned, practised and developed. They are set out in Part A of the QCA specifications. Students won't learn these skills automatically. Many centres find that a timetabled tutorial for 1 hour each week is very helpful. This may focus on Working with Others, but include work on Improving Own Learning and Performance and Problem Solving.

Induction and initial assessment

If you think of Working with Others as a process, it is easy to see the benefits of introducing it to students early on in their programmes – preferably at induction. Students need to know what is expected of them. If you don't show students that you expect them to work with others from the start, it will be difficult to change their expectations in the future.

The problem may be, however, that students take these skills for granted – 'Some people are good at working together; some aren't.' One student may think they are good at working with others, and that they have nothing to learn; another student may think they are not good at working with others, and that nothing can be done about it. Both students need to appreciate that their skills can be improved through practice, reflection and learning.

Before embarking on the learning that underpins Working with Others, students will need to:

- understand what Working with Others is about
- know the level for which they are aiming.

Induction

When they are first introduced to the key skills qualifications (Communication, Application of Number and Information Technology), students will already have some knowledge and experience of many of the relevant underpinning techniques, although their understanding may not always be accurate and they may find it difficult to transfer their skills from one context to another.

In the case of Working with Others, students will have a wide variety of experience and understanding of processes such as agreeing targets, allocating tasks in an action plan and reviewing progress as a group. Some will have little experience of being held personally responsible by colleagues if they don't pull their weight in a team effort.

Also by contrast with the key skills qualifications, the underpinning skills of Working with Others may be more subtle. It is helpful to involve students in structured tasks and assignments that simultaneously:

- illustrate to the student what Working with Others is about (induction)
- help you to assess the level of competence which each student brings to the activity (initial assessment).

Examples of induction activities for Working with Others at Levels 1–3 are available on the Key Skills Support Programme website at www.keyskillssupport.net

When explaining the units to students, it helps to express them in everyday language. For example:

'You need to:

agree as a group what you want to do, how you are going to do it and who is going to do what

play your part, cooperating with others in the group

discuss as a group how it all worked and what you might do differently next time.'

At the simplest level, it can be helpful to analyse, in a discussion group, the skills needed to do something as everyday as ordering pizzas to be delivered.

What planning is needed?

- What sort of pizza does each person want?
- What sorts are available?
- What extras does anyone want?
- Which pizza place will you use?

What needs to be done?

- Who makes the list?
- Who calls the pizza place?
- Who collects the money?
- Who checks that the right pizzas are delivered?
- Who pays the delivery person?
- How do you share out the change?

What might you do next time to make the whole process simpler?

Initial assessment

You will need a range of tools and techniques to help you build a picture of each student's attainment and potential. These may include:

- **documentary information**. Records of achievement (including Progress Files) and references can provide useful information about the skills and abilities that students bring to their programmes.
- **one-to-one interviews and discussions, observations and self-assessment**. The students own views should be taken seriously and are an important contribution to the whole picture. They also give you a starting point for setting or agreeing some initial targets and areas for development.

In one-to-one tutorials, you could:

- talk about teamwork and working relationships
- ask students how they feel about the skills involved
- find out what they know about teamwork and working relationships.

Some students will already have many of the skills they need. Your focus will be to help them develop their full potential. Others may find it difficult to work with others. This may stem from a lack of confidence or poor experiences in the past, or it may be that the student has not yet understood what it means to work effectively in a team. Indeed, in some cases, it may be that the lack of this understanding and skill has led to under-achievement to date.

This can be a sensitive area. It is important to avoid giving the impression that you are assessing the student's worth as a person when you talk to them about, for example, their lack of confidence in speaking out in a group. Alternatively, if the student tends to come across as aggressive in discussion, your task is to help them to see that this is not an effective way of convincing others to share their opinion, rather than that it is a morally bad thing to do. Many students will need to get better at listening, asking questions, or giving and receiving feedback.

When you are preparing for a tutorial with a particular student, it may be helpful to ask yourself the following questions about them.

- **What are the student's strengths when they are working with others?**
- **What do they need to learn? Is it knowledge, skills, an aspect of feeling or attitudes, or a combination of these?**
- **What approach would best suit the student – eg are they more comfortable in a group or in a one-to-one situation?**
- **Who else can help them to develop their skills?**
- **How will I encourage the student to take responsibility for their own skill development?**

SECTION 4 Helping students to develop their process skills

The process skills that underpin Working with Others are:

- planning
- setting shared targets
- clarifying roles and responsibilities
- reviewing progress.

Planning

Planning is a crucial part of working life. Up to the age of 16, most students are mainly reliant on their tutors for setting work, targets and deadlines, and on their parents for planning outings, holidays etc. Post-16, in further and higher education, in employment, and in private and leisure activities, students need to become increasingly self-reliant and to develop the skills they need to cooperate with others to achieve shared goals.

It seems to me that we are not preparing our students well for higher education and/or employment if we do not move them towards becoming independent, critical, reflective learners. The wider key skills support this process.

Key skills coordinator, FE college

What students need to understand

Students need to understand that:

- things don't just happen – somebody has to do them. They need to plan the work if they are to complete it effectively and on time
- a group activity, completed over a period of time, will usually involve a number of tasks, some of which have to be completed before others can begin. The tasks must be done on time or the rest of the activity will be at best delayed and at worst made impossible (eg paying the deposit on hiring premises)
- many activities will require input from other people. Those people will have other priorities and pressure on their time. A clear plan will help them see when their contribution is needed
- larger activities may need breaking down into manageable chunks, with 'milestones' along the way
- as they take on more responsibility, they will have several jobs on the go at the same time. Students will need to prioritise these and use their time effectively
- planning:

  helps to identify what needs to be done, when and by whom

  helps them to foresee potential problems so they can plan how to avoid or tackle them

  provides a mechanism for monitoring and controlling work, helping to ensure that things are done to standard and on time.

The key skill Improving Own Learning and Performance helps students to develop their skills in planning work as individuals. Working with Others calls on similar skills to be exercised in the context of shared tasks. Section 4 of *Teaching and learning: Improving Own Learning and Performance*, available from the Key Skills Support Programme, is about helping students learn to plan individual work tasks. Many of these ideas can be adapted for working in groups.

While planning is an invaluable skill, it is important that it does not become an end in itself – 'We've written the action plan, so the job's done'.

Action plans

Action plans will vary in detail and complexity at each level of Working with Others but will always require that jobs and tasks are clearly allocated to the different members of the team.

At every level, the first stage is to identify the steps that need to be taken to get the task done. It is often helpful for the group to begin by brainstorming a list of tasks and then sketching a rough diagram, with boxes and arrows, rather than by trying to list the steps in order from the start. If this rough outline is developed on a flipchart or whiteboard, the diagram can be changed and added to until the steps become apparent.

At Level 1, the tutor will take responsibility for the objectives, allocating tasks, and working arrangements, though you should encourage students to contribute and make suggestions. However, the student's role is to show that they understand what they have to do and how they are going to do it.

At Level 2, the students should take more responsibility for planning the work and allocating tasks. They should confirm their working arrangements with you and anyone else involved.

At Level 3, it is the students' responsibility to agree their objectives and what needs to be done to achieve them, agreeing responsibilities with each other, with you, and with anyone else involved.

However, at every level, the questions the group needs to answer are the same:

- What are we aiming to do?
- What will the outcome be? What will we deliver?
- What have we got to do to achieve this outcome? What are our tasks?
- How much time have we got?
- What resources will we need (people, skills, time, money, materials)?
- Where can we get these resources?
- Who can support and advise us?
- What might go wrong and what contingency plans do we need?
- How and when will we review our progress?

It will be helpful if the group uses a pro forma such as the one in Appendix 3 to write their plan. The tasks and steps should be listed in the first column and the appropriate entries made in the other columns. The column headings can be adapted for different levels and contexts.

Make sure that students agree interim targets and milestones as well as the final deadline.

Successful action planning typically starts from the end-date and works backwards from there. If this process reveals that a deadline is impossible, then the group must review its targets and deadlines, considering which deadlines are fixed and which are negotiable. This process may be repeated at each meeting to review progress with the action plan.

Working groups need to know:

- how to plan ahead
- how to make a realistic estimate of how long a particular task will take
- how to prioritise tasks
- how to work to deadlines.

Planning ahead: keeping a list of action points

An important outcome of an effective meeting is the action points listed in the minutes. This is the equivalent of a personal 'to do' list and students should form the habit of going through the action points at the next meeting.

Estimating how long a task will take

It can be difficult to estimate the time needed to carry out a task. Students may find it helpful to fill in a log of how they are actually spending their time over a week or two. Analysing the results and identifying how long they spent on a task can help them learn from experience and use their time more effectively in future. When a group has a reasonable idea of how long a task will take, it can take account of this when setting deadlines for action points.

Prioritising

You can introduce students to the idea of ranking each action point in order of priority.

Priority 1
Urgent and important
Do it now

Priority 2
Urgent but not important
Do it as soon as we have time

Priority 3
Important but not urgent
Start it before it becomes urgent

Priority 4
Not important and not urgent
Leave for another day

(Based on the University of Surrey Skills Project pilot pack)
www.surrey.ac.uk/skills/pack/iolp.html

It is also worth identifying the tasks that can be done quickly or that are enjoyable. These can be used as rewards when ploughing through a major task before it becomes discouraging. Students, like everyone else, will need to be reassured that even the most impossibly long list of action points can be tackled one step at a time.

Working to deadlines

The group must agree realistic deadlines. Obviously, doing this effectively depends on the prior skills of estimating how long a task will take and prioritising. Once that is achieved, it is helpful to set intermediate deadlines (or milestones) related to relatively short and defined periods of work.

When the milestones and deadlines are in place, there is no particular method of ensuring that individuals stick to them. Peer pressure can be very effective, but it is mainly a matter of individual self-discipline, though public praise and thanks in a meeting are excellent motivators – 'The meeting recorded its thanks to Claire for getting the leaflets out on time'.

Students working at Level 3 may be able to make use of tools such as Gantt charts to help them identify and plan milestones and deadlines. However, there is always the risk that perfecting the chart becomes an end in itself, leaving too little time for the actual work to be done.

Planning meetings

Working with others necessarily involves having meetings, some of which will be relatively formal. Students often underestimate the importance of planning meetings properly, with a formal agenda, proper chairing and minutes being taken. They quickly find out, the hard way, how important this is.

When planning a formal meeting, students should answer these questions in advance:

- Why are we having this meeting? What are we hoping to achieve?
- Who should be there? Will we need to invite anyone from outside the group?
- When is a good time for the meeting?
- What time will the meeting start?
- By what time will it end?
- Where will the meeting be held? Does the venue have the facilities we need?
- What items will be on the agenda, and in what order?
- How long will we spend on each item?
- Who will introduce each item?
- Who will chair the meeting?
- Who will take the minutes? Who will write them up?
- Who will copy and circulate the papers for the meeting? (Include at least the time, date and place; preferably the agenda, and the minutes of the last meeting.)

A formal agenda would normally include:

1 Chair's opening remarks
2 Attendance and apologies for absence
3 Approval of the minutes of the last meeting
4 Matters arising from the minutes
5 Item of business
6 Item of business
7 Item of business
8 Any other business
9 Date, time and place of next meeting.

It is also helpful if students sit round a table rather than randomly around a room. It may feel self-consciously formal but it helps to create the right businesslike atmosphere.

Setting shared targets

The ability to agree targets and make plans is crucial to successful teamwork.

- If students don't know what they are aiming to achieve, they cannot know whether they have achieved it.
- If they don't have a plan, they cannot monitor their progress, review how well things are going and learn from the experience.

Effective plans:

- have SMART targets
- clearly set out what needs to be done to achieve the targets.

SMART targets

The acronym SMART is often used to describe an effective target. Targets should be:

Specific – outlining exactly what the group aims to do, rather than expressing vague general aims

Measurable – outlining how the group will know it has met the targets, and what evidence will show this

Achievable – challenging for the group, but not too difficult

Realistic – the opportunities and resources should be available

Time-bound – there should be both interim and final deadlines.

Targets can be even SMARTER. They can be:

Enjoyable

Rewarding

The ability to agree shared objectives is central to Working with Others and is the basis of the first component at all levels. As students progress through the levels they need to take increasing responsibility for setting targets.

- At Level 1, students are expected to 'check that you clearly understand the objectives you have been given for working together'.
- At Level 2, students are expected to 'identify the objectives of working together'.
- At Level 3, students are expected to 'agree realistic objectives for working together'.

What do students need to know?

While it is essential that you, the tutor, are familiar with Part A of the specification, and that students have their own copy when they are ready to use it, it may be helpful in the early stages of a programme to simplify the target-setting process. At all levels, students need to know that setting targets and making plans is about clarifying:

- **why** you want to do an activity
- **what** you want to achieve by the end of the activity (your target)
- **when** you intend to complete the activity (the deadline)
- **how** you are going to approach the activity (the plan you make)
- **what** resources you will need
- **what** problems may arise
- **who** will support you as you carry out the activity and **when** you will see them.

Practical techniques

Techniques for agreeing targets

You probably already use tutorial sessions to help students think about organising their time to achieve targets for learning and assessment – even if this is usually a matter of chasing them to meet deadlines.

In a group situation, you could help students to convert general aims into targets that are SMART. So, for example, having explained the SMART acronym, you could divide students into pairs. Ask each student to think of a general aim related to their work. Then ask one member of each pair to help the other turn their aim into a SMART target by asking them a series of questions.

How to smarten a target

General aim
Student 1: 'We are going to raise some money for charity.'

Specific
Student 2: 'Which charity?'
Student 1: 'Friends of the Earth.'

Measurable
Student 2: 'How much money?'
Student 1: '£200.'

Achievable
Student 2: 'How do you know you can raise that much?'
Student 1: 'I know that last year's group raised nearly that much. I think we can do better.'

Realistic
Student 2: 'Do you have the skills and resources you need?'
Student 1: 'We will need to see what skills group members have and what resources we will need.'

Time-bound
Student 2: 'When will you raise the money by?'
Student 1: '4 months from today.'

Having answered these questions, the two students can work together to redraft the general aim as a SMART target:

'We will raise £200 for Friends of the Earth by the end of June 2003.'

When pairs of students are using SMART with confidence, they can use it in group discussions and to make decisions about how they will carry out their tasks.

Clarifying roles and responsibilities

Roles and responsibilities are central to Working with Others at all levels.

At Level 1 you, as tutor, will take the lead in setting up the group, clarifying tasks and making final decisions about roles and responsibilities where students cannot agree among themselves. The students' task is to suggest how they can help, to be clear about their responsibilities, and to confirm that they have understood the working arrangements.

At Level 2 you, as tutor, will make suggestions about how the group might allocate roles and responsibilities, but the aim is that students should agree these among themselves. They should be clear about their responsibilities, the limits of what they can and cannot do, where they are accountable to others, and the working arrangements. They should have some understanding of the roles in a working group and the importance of involving and motivating other members of the team.

At Level 3, your task as tutor is to help students understand what needs to be done when setting up a group and allocating roles, tasks and responsibilities, but it is up to the students to put your advice and guidance into practice. They will need to understand the importance of different roles and to agree working arrangements, allocating tasks to individuals on the basis of relevant skills, qualities and knowledge. They should be clear about their roles and those of other members of the group and about accountabilities. They should understand the importance of involving and motivating other members of the team.

Reviewing progress

Reviewing roles in the group

It is highly unlikely that the roles and responsibilities agreed at the start of a project will prove to be completely effective as the project progresses. The process of realising that something is not 'working', and putting it right, is a crucial skill for students to learn.

When things go wrong, students (like anybody else) will tend to look for scapegoats and individuals to blame. It is more helpful, and a better learning experience, for students to tackle the problem from a more impersonal standpoint, by discussing the structure, roles and dynamics in the group.

Belbin's team roles

To facilitate such a discussion, you may find it helpful to outline to students the typology of team roles that has been developed by the psychologist Meredith Belbin. See Figure 3.

Students working at Level 3 may be able to use Belbin's terminology. Most students, however, would benefit from a paraphrased version.

You can start the discussion by presenting students with the typology (or a simplified version of it). Explain that these are roles that every group needs but that, in many cases, an individual may play more than one role. In a small group, this will be essential.

Students can then discuss which member(s) of their group is good at fulfilling each role. It is important to emphasise that the 'allowable weaknesses' are just that – allowable. Typically, students will find that some roles are being fulfilled by more than one person (which can become confusing) and that others are not being fulfilled by anyone (which may be why the group is not working effectively).

This discussion should then lead to agreement on who will take responsibility for each role, which should result in more effective groupwork, particularly in meetings.

Figure 3. Belbin's team roles

Team role	Contribution	Allowable weaknesses
Plant	Creative, imaginative, unorthodox. Solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Resource investigator	Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Coordinator	Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can be seen as manipulative. Offloads personal work.
Shaper	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
Monitor/ evaluator	Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others.
Teamworker	Cooperative, mild, perceptive and diplomatic. Listens, builds, averts friction.	Indecisive in crunch situations.
Implementer	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
Completer/ finisher	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate.
Specialist	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes on only a narrow front. Dwells on technicalities.

Reviewing the group process

Whether the group is working effectively or not, students should be encouraged to think about the group process. The questionnaire in Figure 4 may help with this. Working on their own, students should rank each statement on a scale of 1 (we definitely do this) to 4 (we definitely don't do this). The completed questionnaires could then be used as the basis for small-group discussion.

Figure 4. A questionnaire to review group process

In our group, do we...	1	2	3	4	
express views openly?					grumble in private?
ask others for views/ideas?					fail to ask others for views/ideas?
listen/respond to others?					ignore others' ideas?
share work evenly?					fail to share work evenly?
participate equally in discussions?					dominate or keep quiet?
use team members' abilities well?					fail to use team members' abilities?
help each other?					form cliques/act uncooperatively?
trust each other?					feel suspicious of each other?
show enthusiasm?					show apathy?
understand team goals?					not understand team goals?
accept team goals?					not accept team goals?
achieve team goals?					fail to achieve team goals?
use resources well?					not use resources well?
all agree decisions?					not make decisions or not involve all?
use time effectively?					not use time effectively?
treat each other courteously?					behave rudely or inconsiderately?

Adapted from Bingham R and Drew S (1999). *Key work skills*. Gower.

The main obstacle to effective feedback within a group is that people defend themselves against the possibility of negative feedback and so don't listen. On the other hand, feedback is sometimes presented in a way that results in a defensive reaction, especially by students who lack experience of groupwork. Both the giver and the receiver of feedback have to develop appropriate skills.

It may help you, as tutor, to use the following typology when analysing why a group is not working well. Consider each member of the group in turn and allocate them to a category.

Needless to say, this categorisation should not be shared with the students as a group.

Can do – will do ■ Ideal team member ■ Happy to accept responsibility ■ Happy to consult others ■ Happy to act on advice	**Will do – can't do** ■ Needs encouragement and training to overcome lack of confidence before taking responsibility and becoming an effective member of the team
Can do – won't do ■ Unwilling to learn or accept guidance ■ Not a team member by inclination ■ Needs encouragement that emphasises strengths but is frank about areas for development	**Can't do – won't do** ■ Lacks motivation and/or lacks interest and/or lacks ability ■ Needs to know that they will not achieve Working with Others; may be necessary to remove the student from the group and offer other kinds of support

Based on Heller R (1998). *Managing teams*. Dorling Kindersley.

Reviewing the progress of the project

The review process should be built in to the work of the project. Students should know that this is the case and that they should take notes and keep personal logs or diaries as evidence for their portfolio.

The simplest way to ensure that progress is kept under review is by holding regular meetings (see page 26). At each meeting:

- action points from the previous meeting should be reviewed
- the original action plan should be revisited, milestones and deadlines checked and any necessary changes made.

Students should accept that making changes to the action plan is not an admission of failure. What is important is to recognise why the change was necessary and to learn from the experience.

SECTION 5 Helping students to develop their interpersonal skills and personal qualities

Communication skills

There is substantial overlap between these skills and the skills that are specified in the Communication key skills unit, particularly those concerned with speaking and listening. For guidance on teaching speaking and listening skills, see *Teaching and learning: Communication*, available from the Key Skills Support Programme.

Taking part in meetings

Working with Others requires students to plan and take part in meetings. These may be quite formal (see Section 4, page 26) or very informal, but they will always make demands on students' speaking, listening and discussion skills.

The first component of the specifications for the Communication key skill, at every level, is concerned with students' developing their discussion skills, particularly in groups. As every tutor knows, it is only too easy to allow confident and articulate students to dominate meetings and many students are willing to allow this to happen. However, all students will benefit from time spent on developing their discussion skills.

Non-verbal communication

To become effective in speaking and listening, students should have some understanding of non-verbal communication (NVC), or body language.

NVC can take many forms:

- Touch: greetings, agreements, apologies, goodbyes
- Sound: volume, tone, stress, accent, timing and speed of delivery of speech
- Proximity: distance between people, personal territory
- Posture: sitting or standing straight or slouched; leaning forward or back; position of arms, legs
- Dress: clothes, hair and appearance
- Eye contact: indicates interest and attention, or the opposite
- Hand gestures: agreement, disagreement, impatience, welcome
- Facial expression: shows emotions and provides feedback.

Students usually enjoy discussions and demonstrations of NVC but this should be aimed at building students' confidence in their own skills and their understanding of what they are communicating to others.

To illustrate NVC:

- Show students a video clip of public figures on television and discuss their NVC.
- Show students a video clip from a TV play or soap opera and discuss how the actors use NVC to convey meaning.
- When members of the group are well integrated and trust each other, video a discussion and invite students to comment on their own NVC.

It is important to be aware of cultural and gender variations in the meaning of some gestures, posture and facial expressions.

Asking questions or making a point

Many students will want to ask questions or make a point during a meeting but some will not do so because they lack the confidence to put their ideas into words at the right moment. It often helps to give students a formula for making a contribution, perhaps with some 'starter phrases' to get them going.

Hints for students when asking questions

- Start by briefly expressing your appreciation of the speaker, eg 'That was a really interesting point/talk.'
- Briefly summarise the point made by the speaker, eg 'I was particularly interested in what you said about...' and perhaps state your response to it, eg 'It seems to me that...'
- Ask your question. If you need to, write it down and read it out. Try to make it:
  - clear
  - concise
  - relevant
  - informed
  - non-aggressive.

Active listening

Listening skills are vital for effective teamwork. They:

- ensure that we obtain the right information from the right people
- help us understand what information or support other people need
- show that we value other members of the team
- help us to work more effectively as a group.

Listening skills are specified in the Working with Others unit at Level 3 and are implicit at all levels. Listening is also part of the Communication and Improving Own Learning and Performance key skills.

Students need to understand that:

- listening is as important as talking
- people who do not listen well disrupt the work of the group
- everyone can get better at listening.

The first step in improving listening is to recognise that it is an active skill, and can therefore be developed and improved. The next step is to become aware of one's own listening skills.

Ask students to watch out for times when they find they have stopped listening. What happened?

- Did they lose track of what was being said?
- Were they distracted by something else in the room?
- Did they suddenly remember something that had nothing to do with what the speaker was saying?

Then ask them to share ideas with each other on what they can do to stop this happening, and how they can get back on track with the discussion when it does.

A good way for students to become more aware of listening skills is for them to act as non-participating observers of a small meeting or discussion group. Ask these observers to make notes on:

which members of the group seem to be good listeners

what they do and say that shows they are listening.

Invite the observers to read out their notes, or write them on a flipchart. Discuss the points they make and encourage them to use the notes as guidance to help them improve their own listening.

How to be a good listener

- *Clear your mind of other things.*
- *Spend a few minutes thinking about the topic before the meeting or discussion.*
- *Avoid distractions, eg a window, a talkative neighbour, reading.*
- *Recognise how you are feeling (interested? bored? tired? cross?).*
- *Remember you are there to learn what the other person has to say, not the other way round.*
- *Focus on the speaker – look at them, nod, encourage, use NVC to acknowledge what is being said.*
- *Avoid distractions like checking the time or tidying a file.*
- *Show interest, even if you disagree.*
- *Let the speaker finish what they are saying before you agree, disagree or ask for clarification.*
- *Ask questions to increase your understanding.*
- *Confirm your understanding by expressing what was said in your own words, or summarising.*

A good listener aims to get a thorough understanding of what the other person is saying before starting to form an opinion about it.

Some ideas for developing students' listening skills

The speaker's pen

If you have a group where there is a real problem with people interrupting each other, make a rule that only the person who is holding the 'speaker's pen' (which is passed round the group) can speak at any one time.

After a discussion that uses this rule, ask students:

- What does it feel like to be interrupted?
- What did it feel like to be able to say what you wanted to say without being interrupted?

Speaker/listener

Ask students to pair up with another person, with one acting as speaker and the other as listener. Tell the speaker that they can talk to their listener about anything they like for 2 minutes. Tell the listener (privately!) that they should listen actively for 1 minute, then become distracted, stop listening, fidget, gaze out of the window etc.

Ask the speakers to feed back on what they felt. Explain that the listeners were doing what they had been asked to do.

Have a discussion about what it feels like to be listened to, and not listened to.

Speaking and listening: finding the level

This is a video pack available from the Key Skills Support Programme. It shows examples of students' speaking and listening work in Communication at each level, together with commentary from assessors and standards moderators. It is suitable for use with both students and tutors.

Helping students to reflect on their behaviour in meetings

If students find it difficult to reflect constructively on how they behave in meetings, you could ask them to complete this self-assessment sheet and use the result as the basis for a tutorial.

At the meeting on [date], I think I:	Very well	Quite well	OK	Not enough
listened to other people				
allowed other people to speak				
expressed my opinions				
asked others for their views				
asked others about my views				
showed enthusiasm				
offered to take on some work				
At the next meeting, I will:				

Learning to be assertive

At Levels 2 and 3 of Working with Others, students need to know how to 'act assertively, when necessary, in protecting their own rights and feelings' and those of others.

Bingham and Drew suggest the typology of behaviours shown in Figure 5.

Figure 5. Bingham and Drew's typology of behaviours

Behaviour	Explanation	How others respond
Passive	Allowing others to get what they want; not expressing own needs (eg 'you can have the chocolate cake' or saying nothing)	May feel powerful *or* irritated/frustrated
Aggressive	Imposing own will or needs on others (eg 'give me that chocolate cake')	May feel angry *or* intimidated
Manipulative	Scheming to get what you want (eg 'no, you have the cake. I'll be OK with this bread and butter')	May feel powerless or that they are being taken advantage of
Assertive	Expressing needs without imposing on others (eg 'I like chocolate cake. Do you? Shall we share it?')	Know where they stand; feel respected and valued; feel able to respond assertively.

Bingham R and Drew S (1999). *Key work skills*. Gower.

Students may need to learn, particularly, the difference between assertive behaviour and aggressive behaviour. For example: 'Being assertive means expressing your own ideas, needs and wants openly and clearly. It is not about putting people down but it does involve standing up for your rights without violating the rights of others.'

Rights in the group

Students can discuss and agree their rights as members of the group (see page 45 for an example of a 'charter for groupwork'). When such a charter has been agreed, individual students will be more willing to point out when they feel their rights are being infringed.

If only...

Ask students to think of an occasion when they have walked away from a situation or not said something and later thought:

- **'I wish I had...'**
- **'I should have said...'**
- **'I could have asked...'**

Discuss why this happened and how they might be more assertive next time. Explain that assertiveness is about feeling able to say what you feel and what you would like to happen. Even if the result is not what you really want, you have had your say.

Positive self-talk

Self-talk is what we say to ourselves about ourselves. Encourage students to 'talk positive' to themselves. Negative self-talk involves putting ourselves down; positive self-talk is an important aspect of learning to be assertive.

Negative self-talk	Positive self-talk
I've never been any good in discussions.	I speak clearly; I express myself well; I am going to ask my tutor for help in getting me involved in discussion.
I always get in a muddle with school/ college work and forget things.	I am very good at getting organised for [leisure activity]. I'm going to work out how I do that and do the same at school/college.
I'm a new student so I'd better keep my mouth shut.	I'm new here but I've got lots of ideas and I'm going to try them out.

Being assertive: some examples

The broken record technique

Repeat what you want without getting into an argument.

Team member 1: 'You agreed to produce the costings by today.'

Team member 2: 'I haven't had time.'

Team member 1: 'We need them in good time for the meeting at 11am tomorrow.' (*not: 'Yes, you have had the time.'*)

Team member 2: 'I've been very busy.'

Team member 1: 'I understand that but we must have them for tomorrow's meeting.' (*not: 'No, you haven't been busy.'*)

Team member 2: 'Can't somebody else do it?'

Team member 1: 'We agreed that you would do it.' (*not: 'No, they can't.'*)

Team member 2: 'Oh, all right. I'll get it to you by 10am.'

Asking for clarification

'I understand that you think I am not pulling my weight. What have I not done, exactly?'

Getting to the point

'Please could you do the poster?'

(*not: 'I know you're very busy and I wouldn't ask if I wasn't desperate, but do you think you could find a minute to do the poster?'*)

Acknowledging criticism

'Yes, you're right. I was in a terrible rush and I've forgotten to bring the papers. I'm sorry.'

Accepting praise

Team member 1: 'That's a really nice arrangement.'

Team member 2: 'Thank you.' (*not: 'It's not as good as I'd hoped it would be.'*)

Saying 'no'

Team member 1: 'Can you have that ready a week earlier than we agreed?'

Team member 2: 'No, I'm afraid that won't be possible.'

Working in groups

Working in groups, or teamworking, is almost universal in the workplace, ranging from:

- plumber and plumber's mate to
- a social work or carer team to
- a group brought together for a particular business project to
- the board of directors of a multinational corporation.

If your students can develop into good teamworkers, they will enjoy their work more, get on better with colleagues and be valued by employers.

In the Working with Others unit, students are expected to:

- *Level 1, 'offer support to others'*
- *Level 2, 'support cooperative ways of working'*
- *Level 3, 'seek to establish and maintain cooperative working relationships'.*

Students need to know that being an effective member of a group involves three things:

- supporting other individuals in the group
- helping the team as a whole
- achieving the task.

Some group members will be inclined to focus on one of these more than the others, and that is not necessarily a problem. However, everyone has to be aware of all three.

Students also need to know that group members have to share information and ideas with each other, and treat each other with value and respect.

When you are having a one-to-one tutorial with a student, discuss:

- **How and when did you ask for and receive support from others?**
  What did you learn from this?
  What might you do differently next time?
- **How and when did you give support to others?**
  What did you learn from this?
  What might you do differently next time?

How groups work

It is very helpful if students have some basic understanding of group dynamics and of what is happening in a group.

For example, it is helpful to recognise that a team goes through stages as it develops. A familiar formula, first set out by Tuckman and Jenson in 1977, describes this process as:

Forming Group members meet, get to know each other, and size each other up. Not much work gets done in this stage and some members will feel nervous or anxious.

Storming People begin to talk more freely, disagree with each other, may cause conflict and may create alliances and factions. Again, not much work gets done in this stage.

Norming People begin to cooperate, listen to each others' views, feel less emotional, and sort out their roles. Anyone who is too challenging at this stage may become isolated. Planning the task or activity can begin.

Performing The team is committed to the task and performing effectively. It has an identity and sense of purpose. Disagreements often lead to productive discussion. The work gets done.

It may take a while for a group to reach the final stage, and changes of membership or other disruptions can prompt a return to an earlier stage.

A charter for groupwork

For some students, it may be helpful to develop a 'charter' which all group members will sign up to. It might include:

Every member of the group has a right to:

- know what is expected of them
- be consulted about decisions that affect them
- express their thoughts and opinions
- express their feelings and be responsible for them
- make mistakes and learn from them
- say 'yes'
- say 'I don't know'
- say 'I don't understand'
- say 'no' without feeling guilty
- change their mind
- ask for help
- honesty from others
- be respected by others
- be supported by others
- be listened to and taken seriously.

Adapted from Townend A (1991). *Developing assertiveness*. Routledge, with additions.

An alternative might be to establish a set of ground-rules. These could be agreed and posted on the wall. For example:

NOTICE

Members of this team will:

- **be polite to each other at all times**
- **do their agreed share of the work**
- **attend properly called meetings**
- **be on time for meetings**
- **ask for help when they need it**
- **give help when it is needed**
- **do what they say they will do**
- **meet agreed deadlines.**

Giving and receiving feedback in a group

The guidance for Working with Others at Levels 2 and 3 suggests that students need to 'know how to give, as well as receive, feedback'.

Students will have much less experience than tutors of giving constructive feedback and avoiding hurtful or damaging comments on other peoples' work. You may wish to give students some guidance on how to give constructive rather than destructive criticism. For example:

- Give praise when it's due; don't just point out mistakes.
- Focus on the task or behaviour, not on the person, eg 'This page of the leaflet is not as clear as it could be' rather than 'You've made a real mess of this page.'
- Avoid personal judgemental comments, eg 'It makes it difficult for us all if you are late for meetings' rather than 'You're hopeless – you're always late for meetings.'
- Make the comment as soon as it is needed, rather than days later, eg 'I'm not sure this is going to work' rather than 'I thought at the time that that wasn't going to work.'
- Make specific suggestions, eg 'It would be helpful to number the paragraphs in the minutes' rather than 'Can't you set out these minutes more clearly?'
- Avoid commenting on areas the other person can do nothing about, eg their physical appearance.
- Ask for the other person's view, and listen to it.
- Seek alternative ways forward. Try to find more than one possible solution so you can agree which one to follow.

Similarly, students may need advice on how to make the most of feedback from each other in the group.

- Listen to the feedback without comment before you try to explain or justify what has happened.
- Ask for clarification when you need it.
- Agree exactly what it is that the other person wants changed.
- Keep a note of what has been agreed.
- Ask for help and support where you need it.

Developing students' self-awareness

In your role as tutor for Working with Others, you will have one-to-one meetings with students to discuss their role in and contribution to the group. One of your aims will be to give constructive feedback to help students develop an awareness of how they 'come across' in a group situation.

Item 3.12 in the *Key skills resource manual* is a resource for training tutors to give constructive feedback. It is available from the Key Skills Support Programme.

These meetings and tutorials will enable you and the student to monitor their progress. It is, therefore, important that there is a record which is shared between you and the student.

You should record the:

- date of the tutorial
- the feedback you gave on the student's work
- the student's response to this feedback
- details of which skills the student has acquired and what they have learned
- details of where the student has more work to do.

This record should be signed by you both. It is crucial evidence of the process of Working with Others and can form part of the portfolio evidence.

Practical techniques for tutorials and review sessions

A review session with a student at any level of Working with Others can be structured round a set of simple questions:

- What have you been doing in the group since we last met?
- What went well? Why?
- What went less well? Why?
- What was particularly challenging for you?
- What will you do as a result?
- What have you learned from this?
- What might you do differently next time?

Students will be able to respond to these questions more effectively if they have kept a reflective diary of their activities or a learning log. It may be useful to help students identify 'key incidents' since the last time you reviewed, as this gives a good starting point for looking at performance and progress in more detail. Key incidents can, of course, be either positive or negative but both provide opportunities for learning and improving performance.

You may find it helpful to give students a copy of the questions in advance of the review session so that they can think about their responses and make better use of the time available.

Developing empathy

While students need to learn to act assertively to ensure that their own needs are met, they also need to be sensitive to the needs of others. Empathy – recognising and understanding what other people may be thinking and feeling – is a vital quality for good teamworkers. It calls both for self-knowledge and for understanding others.

At Level 2 of Working with Others, students need to know how to 'consider the rights and feelings of others' and must show they can anticipate the needs of others for information and support.

At Level 3, students need to 'take a lead role' in anticipating the needs of others.

Students need to know that:

- people need information, advice and support; these needs will vary from person to person and, in the same person, from time to time
- some people will feel less able to express their needs (see 'Learning to be assertive' on page 41)
- people's needs may vary according to their background and culture; students need to be aware of their own preconceptions and prejudices and to find ways to make sure that these do not get in the way of good working relationships.

Valuing difference

Students can have a group discussion about differences, and identify the value of different:

- abilities and disabilities
- preferences
- values
- cultural backgrounds
- ethnicities
- genders
- ages.

How others see us

Working in small groups, you can help students develop empathy by:

- **putting themselves 'in the shoes' of a person doing a particular job**
- **imagining what it is like to be doing that job**
- **discussing what it feels like to be doing that job.**

Or by

- **each describing themselves in turn as they think others would describe them**
- **discussing what it felt like to do this, and how accurate they were.**

The Johari window

The Johari window is a way of comparing what we know about ourselves with what other people know about us.

The Open area: contains the things known by ourselves and by others

The Hidden area: contains what we know about ourselves but do not share with others

The Blind area: contains what others know about us but which we are unaware of

The Unknown area: contains what is not yet known by anyone – our potential.

	Known to self	**Unknown to self**
Known to others	Open area	Blind area
Unknown to others	Hidden area	Unknown area

While everyone has a right to choose what to keep in their Hidden area, students can increase the Open area of the window by:

- telling other people things about themselves that may be in the Hidden area
- asking for feedback from others to learn things about themselves that they do not know (the Blind area).

Handling conflict

Conflict and disagreement are a normal part of working life – without different views and ideas there would be little innovation, change or progress. However, if disagreement is to be constructive rather than destructive it has to be resolved so that the group can move forward. Students need to be able to recognise conflict and to know how to deal with it.

Students need to know that:

- conflict and disagreement will always arise when people are trying to work together
- if it is not acknowledged and dealt with, conflict can be destructive. People may bear grudges against each other and the group atmosphere can be damaged
- conflict can be explicit, with open rows and disagreements, but more often it rumbles along under the surface, which can be much more damaging. Most people can recognise when this is happening but many people find it difficult to bring it into the open
- people react to conflict in different ways. Some become angry and confrontational; some become frustrated; some withdraw.

In the Working with Others unit, students:

- *at Level 1, should know how to 'help to overcome disagreements'*
- *at Level 2, should 'demonstrate willingness to help sort out disagreements'*
- *at Level 3, should know how to 'resolve conflict in an amicable way'.*

Practical responses to conflict

It may be helpful to discuss responses to conflict in the abstract, rather than to wait for conflict to develop. If students have discussed conflict in a calm atmosphere, they will be more able to draw on their understanding when the need arises.

Hidden conflict

Ask students to describe examples of what happens when conflict is hidden. For example:

- there is a bad atmosphere
- people stop talking to each other
- people avoid each other
- people avoid eye contact
- people make nasty comments about others
- people leave the group.

Why conflict occurs

Discuss with the students the common causes of conflict in a working group:

- confusion about who should be doing what
- disagreement about priorities
- personality clashes
- people thinking that others are not pulling their weight
- people bringing conflicts into the group that have their roots elsewhere.

How people respond to conflict

Discuss with students how they respond to conflict with another person. Do they:

- avoid the problem and hope it will go away?
- avoid the person concerned?
- react angrily?
- react sulkily?
- get upset and worry too much?
- try to reach a compromise?
- give in?
- withdraw from the group?

If conflict becomes a problem, you might suggest students keep a log.

Keeping a log

Ask students to keep a log of examples of differences and disagreements in the group over a period of time. Emphasise that these should include those which had positive outcomes as well as those which produced negative results. For each example, they should note:

- what the disagreement was about
- who was involved
- what they said and did
- how they or others tried to resolve the conflict (or whether it was avoided)
- what the outcome was.

Other people's shoes

If a student is experiencing conflict with someone else, and is finding it hard to handle, suggest that they put themselves in three different positions:

- their own position – how do they feel about it?
- the other person's position – how might they be feeling about it?
- the position of an imaginary onlooker – how might they see the situation?

Then, from these three positions, consider the consequences of different actions, and decide which one will produce the best result.

Problems in the team

If problems in the team are being discussed (eg somebody not pulling their weight, somebody being bossy), explain to students that it can help to:

- identify the cause (eg what are the internal or external pressures?)
- focus on the team not the person (eg we've got a problem; what can we do about it?)
- identify what actions people can take, rather than criticise them (eg we need to sort it out like this).

Adapted from Bingham R and Drew S (1999). *Key work skills*. Gower.

SECTION 6 Preparing the portfolio

The main principles of preparing a portfolio for Working with Others are similar to those involved in producing a portfolio for one of the key skills qualifications. These are explained in the *Good practice guide: developing and managing portfolios* published by the Key Skills Support Programme.

Essentially, a Working with Others portfolio should include:

1. an index or front-sheet, showing where the evidence can be found in the portfolio or another location
2. evidence that the candidate has achieved the required standard in Part B of the Working with Others unit they are aiming for
3. descriptions of the activities the student undertook, or an explanation of the context in which the evidence was produced
4. the candidate's work, including evidence of planning, responsibilities, working arrangements, cooperative work, feedback, development and review
5. assessment sheets and records
6. records of internal verification.

You should check these requirements with your awarding body, which may be able to provide suitable pro formas for points 1, 5 and 6.

For detailed guidance on what assessors will be looking for in Working with Others portfolios, see Guidance on the wider key skills (QCA/01/735) pages 16/17, 20/21 and 24/25.

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However, as has been emphasised throughout this publication, Working with Others is more about process than product, so the evidence has to demonstrate the process. Each example of meeting the standard, at every level, should follow through all three components of the specification and thus be holistic.

Oral questioning

The evidence will normally include a record of an assessor's oral questioning of the candidate, to check their understanding of aspects of Part A of the unit and of the work they have completed. This will supplement the evidence they have presented.

An assessor might ask some of the following questions:

- What were the group's objectives at the beginning of the activity?
- How did you plan the tasks you needed to undertake to achieve these objectives?
- How did these tasks help you to achieve the group's objectives?
- What help did you need to complete the activity?
- Who did you go to for help?
- What kind of support did you personally give to other members of the group?
- What went well with the activity?
- What aspect of your own contribution was most successful?
- What difficulties did the group encounter in achieving the objectives?
- How did you deal with the difficulties you encountered?
- If XXX had happened, how do you think you might have dealt with it?
- If you had the same task to do again, what would you do differently?

Portfolio evidence: differentiating across the levels

Figure 6 reproduces Part B of the Working with Others specifications. For the purposes of this guide, the words that denote the level and where each level builds on the one below are printed in bold text.

Figure 6. Part B of the Working with Others specifications

Level 1	Level 2	Level 3
You must provide **at least two examples** of meeting the standard for WO1.1, WO1.2 and WO1.3 (one example must show you can work in **one-to-one situations** and one example must show you can work in **group situations**).	You must provide **at least two examples** of meeting the standard for WO2.1, WO2.2 and WO2.3 (one example must show you can work in **one-to-one situations** and one example must show you can work in **group situations**).	You must provide at least **one substantial example** of meeting the standard for WO3.1, WO3.2 and WO3.3 (you must show you can work in **both one-to-one and group situations**).
WO1.1	WO2.1	WO3.1
Confirm what needs to be done to achieve **given objectives**, including your responsibilities and working arrangements.	**Plan straightforward work** with others, **identifying objectives** and **clarifying responsibilities**, and **confirm** working arrangements.	Plan **complex work** with others, **agreeing** objectives, responsibilities and working arrangements.
WO1.2	WO2.2	WO3.2
Work with others towards achieving **given objectives**, **carrying out tasks** to meet your responsibilities.	Work **cooperatively** with others towards achieving **identified objectives**, **organising tasks** to meet your responsibilities.	**Seek to establish and maintain** cooperative working relationships over an **extended period of time**, **agreeing changes** to achieve **agreed objectives**.
WO1.3	WO2.3	WO3.3
Identify progress and **suggest ways of improving work** with others to help achieve given objectives.	**Exchange information on progress** and **agree ways of improving** work with others to help achieve objectives.	**Review work** with others and agree ways of improving **collaborative** work **in the future**.

Appendix 1

Glossary

Advanced Advanced-level qualifications are at Level 3 of the National Qualifications Framework and include AS levels, A-levels, vocational A-levels, NVQs at Level 3 and key skills at Level 3.

Assessment (a) *Formative assessment* This is part of the feedback that a tutor provides during a learning programme to help the candidate reflect on and review their progress. It is often referred to as 'assessment **for** learning' – in contrast to 'assessment **of** learning' or summative assessment. Evidence of how a student has responded to and learned from formative assessment is an important component of the IOLP portfolio. (b) *Summative assessment* This is the assessment that determines whether a candidate has achieved the standard for which they were aiming and, if appropriate, with what grade.

Assessor The person responsible for the initial judgement of a candidate's performance against standards which have been defined by the awarding body. These are normally expressed as assessment criteria or mark schemes.

Awarding body There are 18 awarding bodies offering key skills qualifications, including the Unitary Awarding Bodies in England (AQA, Edexcel and OCR), WJEC in Wales and CCEA in Northern Ireland. They are listed on the QCA website (www.qca.org.uk).

Basic skills Literacy and numeracy provision which caters for the literacy, language (ESOL) and numeracy needs of all post-16 learners, including those with learning difficulties or disabilities, from pre-entry level up to and including Level 2. This includes all forms of provision, whether delivered as stand-alone, or part of a vocational programme or bolt-on course, and whether delivered full-time, part-time, or through self-study or ICT.

Complex For the wider key skills, complex subjects and activities are ones where the objectives or targets usually need to be agreed with others. Problems will have a number of sub-problems and will be affected by a range of factors. The tasks involved and the relationships between them may not be immediately clear. Situations and resources may be unfamiliar.
QCA (2001). *Guidance on the wider key skills – levels 1–4*, page 11 (QCA/01/735).

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Extended period In the context of the wider key skills at Level 3, an extended period of time is about 3 months.
QCA (2001). *Guidance on the wider key skills – levels 1–4*, pages 24 and 38 (QCA/01/735).

External assessment In the key skills qualifications, the tests are the external assessment and they corroborate the internal assessment. There is no external assessment for the wider key skills, but see also *Moderation*.

Fitness for purpose Key skills portfolio evidence should be appropriate for the wider context and purpose for which it was produced. See also *Purposeful*.

Foundation Foundation-level qualifications are at Level 1 of the National Qualifications Framework and include GCSEs at grades D–G, Foundation GNVQs, NVQs at Level 1 and key skills at Level 1.

Grade There are no grades for key skills.

Intermediate Intermediate-level qualifications are at Level 2 of the National Qualifications Framework and include GCSEs at grades A*–C, Intermediate GNVQs, NVQs at Level 2 and key skills at Level 2.

Internal assessment Internal assessment of key skills is organised by the centre. It focuses on the requirements of Part B of the specifications, is based on a portfolio of evidence, is internally assessed and externally moderated.

Internal verification This is the process through which an identified person in a centre ensures that the standards of assessment in the centre are consistent both across the centre and with national standards. Key skills internal verifiers do not require particular qualifications but should be competent at the level of key skill that they are verifying. The awarding bodies offer training for internal verifiers. An internal verifier is often referred to as an 'IV'.

Interpersonal skills Candidates for the wider key skills are encouraged to develop and apply their interpersonal skills, eg skills in communicating their ideas and needs to others, negotiating support when needed, resolving conflict and avoiding discrimination.
QCA (2001). *Guidance on the wider key skills – levels 1–4*, page 8 (QCA/01/735).
See also *Process skills*.

Moderation The process through which internal assessment is monitored by an awarding body to ensure that it is valid, reliable, fair and consistent with the required national standards. Each centre will be allocated a standards moderator for key skills. This role is sometimes referred to as an external verifier.

National Qualifications Framework The National Qualifications Framework was created by the 1997 Education Act and includes all external qualifications that are regulated by QCA (ACCAC in Wales and CCEA in Northern Ireland), plus degrees and other higher-level qualifications that are regulated by the universities and QAA. The wider key skills are currently not included in the National Qualifications Framework.

Objectives The purposes for working together that are shared by the people involved in an activity. They may be set by an organisation, a tutor, supervisor or project leader, or by members of the group or team.
QCA (2001). *Guidance on the wider key skills – levels 1–4*, page 14 (QCA/01/735).

Portfolio Candidates have to organise and present evidence of how they have met the requirements of the key skills specifications, usually in a portfolio. This may take the form of a file or may be an electronically based storage and retrieval system.

Process skills All the wider key skills specifications include process skills, eg skills in planning, organising and carrying out activities, and reviewing progress. These skills are the main focus of assessment.
QCA (2001). *Guidance on the wider key skills – levels 1–4*, page 8 (QCA/01/735).
See also *Interpersonal skills*.

Purposeful Key skills evidence must be generated in the context of a task or activity that satisfies some purpose in the student's work or leisure. Evidence that is collected simply to satisfy the requirements of the key skills portfolio is not purposeful and does not meet the assessment requirement.

Specification The complete description – including mandatory and optional aspects – of the content, the assessment arrangements and the performance requirements for a qualification. In the past, this has often been referred to as a 'syllabus'.

Straightforward (a) *Straightforward subjects and materials* are those that the student often meets in work, studies or other activities. The main points are easy to identify, usually with simple sentences and familiar vocabulary.
QCA (2002). *The key skills qualifications specifications and guidance*, page 19 (QCA/02/896).
(b) *Straightforward activities* are ones where the objectives, targets or problems are given or easily identified. It is clear how to break the work down into manageable tasks. Situations and resources are usually familiar.
QCA (2001). *Guidance on the wider key skills – levels 1–4*, page 11 (QCA01/735).

Targets The steps for helping a student to achieve their personal, learning or career goals. Targets should be specific, measurable, achievable, realistic and time-bound (SMART).
QCA (2001). *Guidance on the wider key skills – levels 1–4*, page 28/32 (QCA/01/735).

Tests Assessment of the key skills qualifications includes a written test (see *External assessment*). Details can be found on the QCA website. There are no tests for the wider key skills.

Transferable Key skills are transferable. This means that once a student has developed a skill for the purpose of one context, they should be able to identify when and how to apply the same skill for another purpose in another context.

Appendix 2

Useful addresses

ACCAC (Qualifications, Curriculum and Assessment Authority for Wales)
Castle Buildings, Womanby Street, Cardiff
CF10 1SX
Tel 029 2037 5400
www.ccw.org.uk

ALI (Adult Learning Inspectorate)
Spring Place, Coventry Business Park
Herald Avenue
Coventry CV5 6UD
Tel 0870 240 7744
www.ali.gov.uk

AQA (Assessment and Qualifications Alliance)
Devas Street, Manchester M15 6EX
Tel 0161 953 1180
Publications 0161 953 1170
www.aqa.org.uk

ASDAN (Award Scheme Development and Accreditation Network)
Wainbrook House, Hudds Vale Road,
St George, Bristol BS5 7HY
Tel 0117 941 1126
Publications 0117 941 1448
www.asdan.co.uk

CCEA (Northern Ireland Council for the Curriculum, Examinations and Assessment)
Clarendon Dock, 29 Clarendon Road, Belfast
BT1 3BG
Tel 028 9026 1200
Publications 028 9026 1228
www.ccea.org.uk

City & Guilds
1 Giltspur Street, London EC1A 9DD
Tel 020 7294 2800
www.city-and-guilds.co.uk

DfES (Department for Education and Skills)
Key Skills Policy Team, Room E3c,
Moorfoot, Sheffield S1 4PQ
Tel 0114 259 3542
Publications 0845 602 2260
www.dfes.gov.uk/keyskills

The Duke of Edinburgh's Award Scheme
Gulliver House, Madeira Walk
Windsor, Berkshire SL4 1EU
Tel 01753 727400
www.theaward.cix.co.uk

Edexcel
Stewart House, 32 Russell Square, London
WC1B 5DN
Tel 0870 240 9800
Publications 01623 467467
www.edexcel.org.uk

Key Skills Support Programme
(Learning for Work)
6 Hemdean Road, Caversham,
Reading RG4 7SX
Helpline 0845 602 3386
www.keyskillssupport.net

Key Skills Support Programme (LSDA)
Regent Arcade House, 19–25 Argyll Street,
London W1F 7LS
Helpline 0870 872 8081
kssp@LSDA.org.uk
www.keyskillssupport.net

LSC (Learning and Skills Council)
Cheylesmore House, Quinton Road,
Coventry CV1 2WT
Tel 0845 019 4170
www.lsc.gov.uk

LSDA (Learning and Skills Development Agency)
Regent Arcade House, 19–25 Argyll Street,
London W1F 7LS
Information Services 020 7297 9144
enquiries @LSDA.org.uk
www.LSDA.org.uk

OCR (Oxford Cambridge and RSA Examinations)
Coventry Office, Westwood Way,
Coventry CV4 8JQ
Tel 024 7647 0033
Publications 0870 870 6622
www.ocr.org.uk

Ofsted
Alexandra House, 33 Kingsway,
London WC2B 6SE
Tel 020 7421 6800
Publications 0700 263 7833
www.ofsted.gov.uk

QCA (Qualifications and Curriculum Authority)
83 Piccadilly, London W1J 8QA
Tel 020 7509 5555
Publications 01787 884444
www.qca.org.uk/keyskills

UCAS
(Universities and Colleges Admissions Service)
Rosehill, New Barn Lane,
Cheltenham GL52 3LZ
Tel 01242 222444
Publications 01242 544903
www.ucas.ac.uk

Young Enterprise
Peterley House
Peterley Road
Oxford OX4 2TZ
Tel 01865 776845
www.young-enterprise.org.uk

Appendix 3

Action plan pro forma

Aim:

Actions to be taken	By whom?	By when?	What resources are needed?	Who will give support?	Comments

The Key Skills Support Programme

What is the Key Skills Support Programme?

This support programme for schools and colleges with post-16 provision is funded by the DfES and the European Union Social Fund. The Programme provides teachers, lecturers and managers with information, advice, materials and training.

The priorities of the Programme are to:

- raise awareness and understanding of key skills
- produce materials on teaching and learning key skills
- provide practical advice, solutions, exemplars and models
- provide training at conferences, workshops, courses and regional sessions.

What services are available?

A dedicated Key Skills Helpline is available on 0870 872 8081 every weekday to answer questions on key skills and provide information updates. The website on www.keyskillssupport.net provides news and information on key skills developments, resources, publications, frequently asked questions, training and network activities, contacts and links. Newsletters are published each term and sent to all maintained schools with post-16 provision and colleges in England.

Research on key skills development and delivery is undertaken through development projects and action research in schools and colleges.

There are links with the awarding bodies and with the parallel support programme for trainers in work-based learning, managed by Learning for Work (tel 0845 602 3386).

How can I find out more?

- You can contact the Key Skills Helpline tel 0870 872 8081
- or e-mail kssp@LSDA.org.uk
- or visit the website www.keyskillssupport.net

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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